



TEACHING AND LEARNING POLICY 2023-24

Introduction

British International School of Ljubljana (BISL) is a community of resilient lifelong learners. It offers a safe, supportive and stimulating learning environment where every member of the community is encouraged to strive for excellence.

At BISL we are committed to providing all students with high quality learning experiences that lead to a consistently high level of student achievement and attitude. This policy summarises our expectations and common working practices, which reflect the aims and objectives of the School and support its vision.

Definition of High-Quality Learning

High quality learning at BISL showcases a student-centered approach to teaching. Students are nurtured to develop a love of learning, to have their curiosity ignited and are provided with a variety of engaging lessons. Students learn to take risks, are encouraged to find confidence in making mistakes. Within the school community, students develop independent strategies to learn how to move forward and understand what the next steps are to progress. At BISL creating a climate of self-motivated, independent thinkers is our measure of success.

Rationale:

This policy offers clarity about what the expectations of teachers are.

The individual points within 'Mark - Plan - Teach' have been included here in more detail to provide context and examples. This policy defines the consistencies and key teaching strategies which will make everyone's job easier, so that teachers can build up a repertoire of expertise, knowing that what they are doing in these key aspects is the same as what is going on in other classrooms across the school.

Aspects such as the marking code should become common practice. Mark-plan-teach will be monitored, but the main purpose is to ensure students make progress over time rather than ease of monitoring.

FEEDBACK:

- All formative and summative assessment (see **assessment policy**) should receive timely feedback according to the [feedback policy](#). This should inform future planning.
- All teachers are familiar with their student's data (CAT4 targets, SEN, G and T etc.) including ongoing formative and summative assessment.



PLANNING:

At BISL students are enabled to gain knowledge and develop their skills, interests and abilities through a variety of relevant learning experiences. We plan lessons with the aim to:

- provide a supportive and safe environment, which values all members of the school community;
- promote best practice and establish consistency in expectations and standards across the whole school;
- promote a learning culture so that students engender a love of learning and desire to become lifelong learners;
- provide equal opportunities for all students to advance to the best of their abilities;
- focus on academic as well as moral, social, cultural, physical, and emotional development of the students;
- provide rich and varied contexts and experiences for students to acquire and apply a broad range of knowledge and skills;
- enable our students to be resourceful and responsible learners;
- promote students' self-esteem, self-worth and emotional well-being while encouraging them to show positive attitudes and respect towards the ideas, opinions and feelings of others;
- enable our students to learn to value their achievements and feel proud of them;
- encourage students to become responsible and adaptable individuals who respond positively to the opportunities and challenges of a rapidly changing world;
- celebrate diversity and develop values of respect, honesty and tolerance;
- enable students to grow into proactive, trustworthy and independent-thinking citizens who contribute positively to the community and society.

TEACHING:

We provide a range of opportunities for students to gain, apply and demonstrate their knowledge including:

- speaking, listening, reading and writing activities
- creative and practical activities
- participation in a variety of physical activities
- investigation and problem solving
- making choices, forming opinions and decision-making
- asking and answering questions
- whole-class work, group work, paired work and independent work
- experimentation
- roleplays, presentations and class projects
- use of music, drama, art and ICT
- homework assignments – see policy [here](#).

Curriculum and Planning

BISL School is committed to developing a balanced and structured curriculum to provide the highest possible standards of teaching and learning. In the core subjects – English, mathematics and science,



students work towards curriculum expectations, while other subjects follow the programmes of study as required by the National Curriculum.

Teachers may use curriculum requirements as a starting point but are expected to add their own creative ideas. Lessons are delivered with a cross-curricular approach and links are made to real life experiences wherever possible.

Regular staff/ departmental meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Short, Medium and Long-Term Plans are based upon previous assessment data, student needs and subject expectations.

Gifted and Talented

Gifted and talented students are identified through their CAT4, PTE and PTM data along with teachers' professional judgement.

Students are given tasks which are appropriate to their level of ability, including higher attaining students. In order to encourage all students to demonstrate what they can do, understand and achieve, teachers shall differentiate the curriculum according to individual needs by:

- pace
- content
- task
- relevance
- resources
- extension
- outcome.

When planning work for students with special educational needs, teachers shall give due regard to information and targets contained within their IEPs/PEPs. Teachers shall modify teaching styles and resources as appropriate for any students with specific learning needs, in active collaboration with the SEN and EAL departments.

Monitoring and Review

This policy will be reviewed by Alexandra Gordon (Director of Teaching and Learning) and Lauren Hayes-Thomas (Head of Primary Teaching and Learning), August 2024.

Approved by: Mel Hitchcocks, Principal, August 2023

Date when next review is due: August 2024